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ABSTRACT

Prompted by concern over the low transfer rates of Black and Latino two-year college students in California, a study was conducted at the City College of San Francisco (CCSF) to examine the influence that student and institutional characteristics have on the access of CCSF's Black and Latino students to four-year colleges. Questionnaires were distributed to 620 Black and Latino students, requesting information on sociodemographic characteristics; educational goals, attitudes, and experiences; cultural values; family structure and values; sex role values; personal characteristics; social network involvement; beliefs about transfer; and moods. Study findings, based on responses from 63 Latino and 66 Black full-time students, included the following: (1) 79% of the respondents planned to transfer; (2) 54% identified transfer as their educational goal, compared to 47% of the overall CCSF student body; however, only 20.7% had a favorable attitude toward the transfer process; (3) more than 60% perceived lack of money as the most serious barrier to transferring; and (4) over half of the respondents planning to transfer identified lack of information, the complexity and the cost of transferring, lack of financial assistance, job responsibilities, and lack of teacher encouragement as problems related to transfer. The survey instrument is appended. (HB)

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BLACK AND LATINO TRANSFER BARRIERS

AT

CITY COLLEGE OF SAN FRANCISCO: A PILOT STUDY

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ABSTRACT

The Transfer Project, sponsored by the City College of San Francisco, examined the influence that student and institutional characteristics may have on access to four-year colleges for Black and Latino students. A questionnaire was completed by 63 Latino and 66 Black students at CCSF. Nearly eighty percent (79.3%) of the participants reported planning to transfer. The preferred institution for transferring was San Francisco State University with 56.7% planning to transfer there. While as compared to the overall CCSF population (47%) more Black and Latino students identified transfer as their educational goal (54%), and even higher percentages of these minority students actually plan to transfer (79.3%); only 20.7% had a favorable attitude toward the process of transferring. More than 60% of the Black and Latino students perceived the lack of money as the most serious problem for transferring. At least half of these students identified lack of information, the complexity and the cost of the process of transferring, lack of necessary financial assistance for transferring, job responsibilities, and lack of teacher's encouragement as problems they perceived regarding transfer. Contrary to expectations, there were more similarities than differences in cultural values between Black and Latino students in this group. Important sex differences were identified in the areas of civil status, parenting, future career goals, sex-role values, attitudes about CCSF, social network, and self-concept among others.

PROLOGUE

The Transfer Project grew out of the CCSF Student Services Division's concern that Black and Latino students at the college were transferring to four-year institutions at lower rates than should be expected given their educational goals. With financial backing from the Vice Chancellor of Educational Services, the project was developed to explore reasons for the underrepresentation of Blacks and Latinos in the transfer to four-year colleges. Prior to the project's inception, a series of meetings with an Advisory Committee were conducted to identify and prioritize research issues related to these student and transfer. At these work sessions, attended by Black and Latino counselors and support services staff on campus, a list of the most important issues was developed. Despite differences in opinion regarding approach, strategies, and/or solutions to the problems, all agreed on the need to assess these issues as a first step in finding ways to support the transfer of Black and Latino students to four-year colleges. The questions proposed by the Advisory Committee were "What are the demographic characteristics of these students? What is their educational goal at CCSF? Are they interested in transferring to a four-year institution? If so, what are the barriers to transfer for Black and Latino students at CCSF who are not in a vocational program?" The present project focused upon these questions as well as others relating to cultural values, family and sex-role values, social network, self-esteem and other mental health variables. The data obtained in this survey were expected to yield practical information to aid CCSF Student Services Programs in the fulfillment of their objectives to increase the transfer rate of minorities.

INTRODUCTION

The purpose of this report is to examine the influence that student and institutional characteristics may have on access to four-year colleges for Black and Latino students at the City College of San Francisco. Whereas the scientific presentation made last November at the California Association of Community Colleges' Annual Convention in Sacramento dealt with some of the most important findings of this study, the present report comprises all the findings of this project. (See Appendix A).

The overall objective of the project is to provide policy-relevant data for the Student Services Division regarding influences on Black and Latino students' transfer rates to four-year colleges. Through this information it is hoped that programs will be developed to identify and aid students who wish to transfer, thus effectively increasing the transfer rates for Black and Latino students.

There is evidence that two-thirds of the State's population growth will come from ethnic minority groups (Center for Continuing Study of the California Economy, 1982). Today, minorities constitute 33.4% of the State's population. In California, Latinos comprise 19.2% of the population and Blacks 7.5%. Latinos are the State's largest minority group. The most conservative population projections estimate that by the year 2000 minority groups will constitute 41.8% of the State's population and will include a 24.4% Latino and 7.6% Black population. In less than twenty years California may become the first "ethnic minority state" in the United States (Kirk, 1983).

For minority students, community colleges are the gatekeepers to higher education, and as such are responsible for introducing large numbers of minority students to college education. Approximately 80% of all Latinos and Blacks entering post-secondary education in California attend community colleges (California Post-Secondary Education Commission, 1982). Nevertheless, the rate of Latinos at CCSF (8%) is markedly below San Francisco's public high-school population (14.4%). For Blacks the CCSF population is 12.9% which contrasts with 17.8% of the high-school population (CCSF SIQ Report, 1982; California Commission on Postsecondary Education, 1982) (See Table 1).

Additionally, the great majority of those Latinos and Blacks entering community colleges will not transfer to four-year institutions. As Alba and Lavin (1981) have indicated, entering community colleges "generally deters students from attaining their educational ambitions." This is also the conclusion of the Commission on Higher Education for Minorities when they indicate that "initial enrollment in a community college substantially reduced the student's chances of persisting to complete the B.A. degree" (Austin, 1982).

TABLE 1

Ethnic Distribution in San Francisco's
Population, Public Schools, and CCSF Population

1982	San Francisco Ethnic Distribution 1980 *	S.F. Public Schools' Ethnic Distribution 1983 (12th Grade) **	City College of S.F. Ethnic Distribution ***
1. White	52.3	16.0	38.2
2. Black	12.5	17.8	12.9
3. Asians	20.9	39.7	34.9
4. Latinos	12.3	14.4	8.0
5. Other	2.0	12.1	6.0
Total	100.0	100.0	100.0

* Source : Moss, J. Selected Data - Students, Educational Issues, Staffing and Resource Allocation. Institutional Research,San Francisco Community College District, 1984.

** Source : Soares, N.J. Student Ethnicity in San Francisco Public Schools, Institutional Research, Student Affirmative Action Office, San Francisco State University, 1983.

*** Source : CCSF-SIQ

During 1982 in California only 8.1% of Latinos in community colleges transferred to U.C. while 8.4% transferred to CSU system. Latinos represent 19.2% of the State's population. Likewise, while Blacks represent 7.5% of the State's population only 4% transferred to UC and 6.4% transferred to CSU system in 1982. At CCSF, during the same period of time, 1.2% of Latinos transferred to UC and 7.5% to CSU; while 1.1% and 7.7% of Black students transferred to UC and CSU systems respectively. The situation of minority transfers is even more alarming when we take into consideration the fact that 50% of CCSF day-time students identify transferring as their main educational goal, and 75% of all California Community Colleges' entrants indicate the same objective for attending the institution (CCSF SIQ, 1982; MALDEF et al, 1983).

Factors contributing to the underrepresentation of Black and Latino students may be ingrained in the educational system's norms and policies. The College's resources, norms, and policy making for transfer may serve to inhibit the student's successful transfer. Likewise, the resources, norms and policies of the institution where the students wish to transfer may also hinder the achievement of such a goal. Moreover, the communication, coordination and collaboration (or lack of them) between two institutions may further contribute to the underrepresentation of these groups (See Table 2).

Other variables that may account for the low transfer rates of Black and Latino students may be characteristics of the students themselves, and of their informal and formal social networks. Their contemporary social environment and their personality traits may affect their efforts to transfer (See Table 2).

Individual characteristics which affect the person's ability to, and interest in transfer include:

a) demographic factors such as ethnicity, age, sex, etc.
b) attitudes and beliefs regarding higher education and CCSF in particular;
c) personal traits, that is personality characteristics, self-concept, self-esteem, and mental health;
d) social variables, that is social and cultural values, sex roles values, family structure and values and social network;
e) educational factors such as language proficiency and grade point averages, previous academic gaps.

Demographic characteristics may act as predisposing factors . Ethnicity, sex, and age are generally immutable. Other demographic factors such as education, income are mutable.

Individual attitudes and beliefs include those attitudes related to higher education in general, as well as more specific beliefs and attitudes about the institution the individual is attending. This type of contributing factor to the underrepresentation of Black and Latino students in higher education, differs from other categories in that it is concerned with cognitive variables.

TABLE 2

Institutional and Personal Factors
Affecting the Transfer Process

I Institutional Characteristics

A. Resources

1. Staff
2. Information
3. Financial Assistance

B. Process

1. Easy identification of place and persons responsible for transfer.
2. Outreach
3. Simple forms and instructions
4. Cost of applications, transcripts, calls, etc.
5. Centralization of staff and information
6. Support and encouragement to students provided by staff and faculty.

7. Availability of role models
9. Communication, coordination and cooperation with universities where students wish to transfer.

II Personal Characteristics

A. Demographic characteristics

1. Ethnicity
2. Sex
3. Age
4. Marital status
5. Work responsibilities
6. Family responsibilities and support
7. Family educational history
8. Income

B. Attitudes and beliefs about higher education and the institution which the individual is attending

1. Value of college education
2. Educational goal
3. Sense of belonging to the college
4. Perceived administrative support
5. Perceived instructional support
6. Perceived support and assistance of counselors
7. Satisfaction with college's services
8. Association with appropriate role models

C. Personality factors

1. Personal efficacy
2. Self-esteem
3. Mental health

D. Social factors

1. Social and cultural values
2. Sex Roles values
3. Family values and structure
4. Social network

E. Educational factors

1. Language proficiency
2. Grades
3. Academic gaps

Personal factors include personality characteristics such as personal efficacy, self-concept, self-esteem, and mental health.

Social factors consist of environmental and interpersonal variables which influence the person. They include social and cultural values and sex-role values. Characteristics of the student's family (e.g. familial support) and characteristics of the student's larger social community (e.g. friendship network) are also included.

Educational factors may prolong or permanently prevent the process of transfer. Language proficiency, grade-point average and prior academic gaps are such factors.

Finally, institutional characteristics may facilitate or hinder transferring. Characteristics of the community college such as the staff in charge of transfer, the structural arrangement of the staff in reference to the overall administrative structure, amount and quality of transfer information available, outreach, financial assistance provided for transfer (e.g. application fee, transcripts, calls), and quality and quantity of coaching for transferring (among others) affect the student's decision-making process.

Equally important are the characteristics of the four-year institution to which the student wishes to transfer. Moreover, the communication, coordination, and cooperation between both the community college and the four-year institution are instrumental in transferring.

EXPECTATIONS

This study was essentially of an exploratory and descriptive nature. It was very difficult to make formal hypotheses due to the absence of basic data on Black and Latino students at CCSF and to the lack of any other studies on the transfer patterns or barrier experienced by Black and Latino students at community colleges. After making a national search using the ERIC system twelve studies could be identified on Blacks, Latinos, or Blacks and Latinos at community colleges. Most of these studies were demographic in nature and did not focus on transfer.

For this reason, many variables for which no formal hypotheses were developed were included in the questionnaire. This information would help to provide data about Black and Latino students with 30 units or more in non-vocational programs at CCSF. This profile could serve as a foundation for policy-making, future studies, grants development, and program development.

Institutional and personal characteristics influence the process of transfer to four-year institutions. The survey attempted to identify which specific variables in these two areas contribute to the low transfer rates of Black and Latino students.

Institutional Characteristics

It was expected that some characteristics of the CCSF system hinder the possibilities of Black and Latino students transferring to four-year colleges. It was expected that:

1. Black and Latino students would perceive lack of resources in the area of transfer to four-year colleges. Specifically, information and financial assistance would be perceived as limited.

2. Blacks and Latinos would believe the process of transfer to be complicated, difficult to accomplish, and expensive.

3. Black and Latino students would not believe they had enough support and encouragement from CCSF staff and/or faculty.

Ethnicity is a variable that affects other factors such as: attitudes and beliefs, and personal and social characteristics. The influence of ethnic background in these and other characteristics have implications over access to four-year colleges for Black and Latino students.

Demographic Characteristics

Most of the demographic information gathered will be used to develop a profile. It will also allow a comparison of the sample with CCSF's general population.

The student's family educational history is an important factor that differentiates minorities from other college students. Black and Latino students may be the first generation to attend college in their families. It was predicted that:

> Most Black and Latino students would be the first generation in their family to attend college.

Being the first generation to attend college implies that even if the family values college education they are limited in providing advice and practical "know-how" due to their lack of personal experience with the system of higher education. Because of the lack of family experience students may encounter more confusion in a college setting and may underuse some services.

Gender differences were also expected.

Attitudes and Beliefs

It was expected that the student's beliefs and attitudes toward higher education, in general, and toward CCSF would influence their behavior regarding transfer. It was expected that:

1. Black and Latino students would perceive low administrative, instructional, and/or counseling support.

2. Students that value higher education and want to transfer would have different attitudes and beliefs than those who do not wish to transfer.

Personality Factors

It was expected that personality factors influence transfer behavior. It was expected that:

> Black and Latino students would have low self-esteem and a low sense of efficacy which affects their confidence in their ability to transfer and succeed in a university setting.

Social Factors

Social factors also affect transfer behavior. It was expected that:

1. Black and Latino students would have social and cultural values different from those necessary to be successful in higher education.

2. The social network of Black and/or Latino students would be small, hence not providing enough social support for the stresses and pressures experienced in college.

Educational Factors

Educational factors are one big area of influence in successfully accomplishing transfer to a four-year institution. Although the main emphasis of this survey was on the area of student services, a few academic variables were assessed as perceived by the student. Those variables were: language proficiency and grade requirements for transfer.

METHOD

A questionnaire was distributed to and answered by 63 Latino and 66 Black students at CCSF. All students were non-vocational full-time students. Participants were questioned about their sociodemographic characteristics, network at CCSF, satisfaction with CCSF services, social and cultural values, family structure and values, sex-role values, self-esteem, social network, perception of transfer process, transfer plans, and mental health (See Appendix B).

The analysis provides a profile of this group of Black and Latino students. It compares the characteristics of Black and Latino students. It also contrasts the characteristics of males and females, as well as the characteristics of transfer and non-transfer students.

Sample

Ideally a sample of students representative of the general Black and Latino population at CCSF would have been selected. This group would have included academic and vocational, day and night and full-and part-time students. Participants would have been selected at random from the universe of Black and Latino students at CCSF. However, such a sample would have required resources beyond those available.

Therefore, the present sample consists of Black and Latino full-time students with 30 units or more at CCSF and also not enrolled in a vocational program. In Spring, 1983, when the data were collected, computer services at CCSF could identify 620 of such students. All 620 students were contacted by mail inviting them to attend a meeting concerning the issue of transfer for Black and Latino students. Different times and days of the school week were scheduled to accommodate everyone. At this meeting students were to be informed of the study and would be asked to complete the questionnaire. After two weeks of meetings few students responded to the mailing (N = 15) by attending the meeting and answering the questionnaire. A second strategy was developed in order to increase the number of participants. The questionnaire and a letter of introduction from their counselor was mailed to the remaining 605 students. They were briefed on the project and encouraged to answer the questionnaire. Participants were instructed to drop the answered questionnaire in two boxes available on campus. A significantly greater number of students responsed to this system and some returned the questionnaire by mail to the researcher.

However, a third procedure was implemented to further increase the sample. A team of Black counselors under the supervision of Bernice Griffin contacted students directly. Also faculty members were contacted through different committees and/or departments and were asked to directly contact students. This was another important source of participants.

As previously stated, the sample is composed of 63 Latino and 66 Black full-time students at CCSF. They have all completed 30 units or more and were not in a vocational program. By the end of the Spring, 1983 this phase of the study was completed.

Procedure and Instrument

In designing the questionnaire, an Advisory Committee collaborated with the main researcher. During the Fall, 1982 we met to brainstorm areas and issues regarded as critical to the academic progress of our Black and Latino students and that would enhance our understanding of the difficulties they encounter regarding transfer to four-year universities. In designing the questionnaire, whenever possible, questions and scales of standardized format and/or content were used to maximize reliability and validity of the present study. Frequently, however, new questions or scales had to be developed.

At the beginning of Spring, 1984 the Advisory Committee reviewed a draft of the questionnaire. Each item was ranked from 1 through 3; one meaning to be included as is, two to be included with modifications, and three meaning to be eliminated from final version of the questionnaire. Some items were added to the draft. The Advisory Committee was concerned about the length of the instrument. They felt that if it required too much time to do, students would be less likely to participate.

To assess the amount of time necessary to answer the questionnaire and the reaction of students to the questions, a pilot study was done. Eighteen students, ten Latinos and eight Blacks participated. The average time in answering the questionnaire was 22 minutes. Most students felt it was very thorough and that the questions required them to reflect on issues they were seldom asked about.

During this stage of the project some other activities were carried out. The draft of the questionnaire was sent to Nancy Renkiewicz at the Research Commission of the California Association of Community Colleges, who provided us with suggestions and feedback. All Black and Latino certificated and classified personnel received a letter notifying them of the project and requesting their input and cooperation. Meetings were arranged with committees and/or individuals to inform them of the project and request their suggestions. (Some of those contacted were President Warren White, Vice-President Jules Fraden, Dean Quetta Muzzle, Academic Senate's Transfer Committee(See Appendix C), Dean Jackie Green, Counseling Department, Francisco Wong, Latin-American Studies Department Head; Glenn Nance, Afro-American Studies Department Head).

The following areas were covered by the self-administered questionnaire (See Appendix B).

Demographic Information. Respondents were asked questions about the following background characteristics:

1) ethnicity
2) sex
3) age
4) educational history
5) country of origin
6) living arrangement
7) whether respondent was raised by his/her natural parents
8) marital status and parenthood
9) current employment status and income
10) family's educational history

CCSF Background Information. Items included use of free time at CCSF, sense of belonging to college, network at CCSF, and use and/or satisfaction with services at CCSF.

1) whether respondent receives special services
2) use of free time
3) primary objective in attending CCSF
4) professional future expectations
5) sense of belonging
6) respondent's evaluation of their performance at CCSF
7) whether they believe they can count on administrative, faculty and counselors' help to resolve their problems at CCSF
8) understanding of transfer requirements
9) preference for counselor's ethnicity
10) satisfaction with educational programs, teachers, counseling program, and student activities.

Cultural Values. Attitudes toward main stream values (Five point scale).

1) Value of love
2) Value of friendship
3) Value of family
4) Value of education
5) Value of work
6) Value of religion
7) Value of money
8) Locus of control
9) Value of intelligence
10) Value of competition
11) Value of private property
12) Value of acceptance
13) Value of duty
14) Value of authority
15) Value of cooperation
16) Value of use of violence

Family Structure. Participants were asked about their families in the following areas.

1) process of decision-making
2) discipline
3) traditional vs. democratic family values

Sex Roles. The following questions were asked.

1) whether a man should never lose control
2) whether a woman needs a man around to be happy
3) whether a man should make family decisions
4) Approval of job equality for both sexes
5) Approval of equal treatment for both sexes

Personal Characteristics. Personality characteristics were assessed in order to explore relationship with transfer objective.

1) self-concept
2) expectancy of success
3) social network and support

Beliefs about transfer. Attitudes toward higher education, transfer, the process and resources available were probed by asking:

1) whether transfer to a four-year college is easy for Blacks and Latinos.

2) whether lack of money, lack of information, lack of teacher and counselor encouragement and lack of family support (among others) are problems related to transfer.

3) whether family and job responsibilities, grade requirements, language problems and the cost and complexity of the process of transfer are problems related to transfer.

Mood Inventory. The CES-D scale was included to provide a rough assessment of mood and mental health status. (Radloff, 1977). This twenty-item scale is a screening instrument with norms for minority as well as majority groups.

RESULTS

This study attempts to examine institutional and personal factors that may affect CCSF's Black and Latino students' transfer rates to four-year colleges. Despite imperfect sampling procedures and a sample itself composed only of Black and Latino students, several important findings emerge.

Except for general characteristics, differences between groups usually are discussed only when they are statistically significant (i.e. $p < .05$) in the analyses.

General Characteristics

The main objective of this section of the results is to present an overall view of the frequency distributions of the whole sample. This information could provide a sense of the profile of Black and Latino students at CCSF with 30 units or more.

The majority of the participants in this study were women (59.3%). The median age was 23.9 years, slightly under the CCSF overall student population median age (25.3) (See Table 3). Most respondents were native born (68.7%). In this group, most students were single (67.2%), raised by both parents (73.1%), and were living with their parents (45.2%). Thirty percent (30.1%) reported being parents and about the same proportion (37.8%) were head of household. The majority of those students who were parents had two children (13.3%).

Half of the group (50.7%) were part-time employees. Only 17.2% worked full-time while 32.1% did not work at all. This distribution in employment status is somewhat different to CCSF's student population distribution (See Table 3). Most CCSF students reported being full-time employees (SIQ, 1982). The average yearly income for this sample was $8,388.65 (See Table 4). However, due to the great variability presented, the median ($6,995.50) would be a more accurate indicator.

Although more than half (69%) of the respondents' high school degree had been received in California; of those who had received their degree in another state (16.7%) or other country (14.4%), Blacks account for the majority of the first group and Latinos for the majority of the latter. The number of first time freshmen (43%) and readmissions (43.8%) were about evenly distributed. The average number of units for this group was 51.47 (See Table 4). Nevertheless, because of variability, the median (49.91) seems a more reliable measure. Interestingly enough, 28% of these students reported having approved 60 units or more. Seventy-nine (79.3%) percent plan to transfer. A major sector of the participants have professional careers (34.4%), business (18.8%), or public service provider (20.3%) as their future career expectations.

TABLE 3

Percentages of CCSF General Population and Black and Latino Students Evidencing Certain Characteristics

	CCSF*	Project (N=129)
Age	25.3 (median)	23.9 (median)
Sex		
Males	48.9	40.7
Females	51.1	59.3
Transfer as main goal	36.8	79.3
Employment Status		
Full-time	47	17.7
Part-time	26	50.4
Not working	27	31.9
Country of Origin		
USA	63.2	68.0
Other Country	36.8	32.0

* CCSF SIQ 1982

TABLE 4

Demographic Characteristics of Black and Latino Students

	Black (N=66) Mean	Latino (N=63) Mean	Total (=129) Mean
Age	28.33	24.96	23.9
Number of Units	49.30	53.84	51.47
Income	7903.30	8798.27	8388.65

Family activities (30.7%) and sports (28.1%) were the two favorite types of activities in which this group use most of their free time. At school, besides course work, most students reported not to be involved in no extra curricular activities (65.9%) or sports (17.8%).

More than half (57.8%) of the respondents reported feeling they belong to CCSF, 16.3% felt identified with the college. However, some students felt disconnected (15.6%) and lost (5.9%). Furthermore, in a yes or no question (Item 81), slightly over half of the students (54.3%) felt an important part of CCSF while 45.7% did not feel an important part of CCSF. An attempt was made to assess the students' network in the college in terms of help seeking behavior (Items 25, 26, 27, 28). When encountering a problem at CCSF, students were less likely to seek help from administrators (53.1%) and more likely to seek help from counselors (61.1%); but significant sectors (46.9%, 40.3%, 38.9%) would not seek help from either administrators, teachers, or counselors. Actually, friends (39.7%), counselors (18.2%), and no one (18.2%) were the most typical sources of help when feeling lost and/or isolated in the college.

Because informal support systems (friends, family, community) are so important for college students an effort was made to understand some of the characteristics of such systems. Most of these students reported being part of a group of friends (66.7%). The majority of their friends were other college students (50%) and most (44.7%) of their friends knew each other. Over half (56.7%) of the participants reported feeling an important part of their community. Students indicated feeling close to more relatives (median = 5.1 relatives) than friends (median = 3.8 friends), and on the average they knew a considerable number of their neighbors (median = 6.1 neighbors). Relatives and friends were the two main sources of support when borrowing money, making important decisions about family live, and making important decisions about their job.

Students reported greater satisfaction with academic programs. The least satisfaction was reported with student activities. Teachers (36%), friends (27.2%), and no one (12.8%) were the main sources of help for academic problems (Item 89). Counselors and relatives were the main sources of consultation when making important decisions about their academic live. More than half of the participants (56.9%) indicated preference for counselors of their own ethnic group.

In the area of transfer itself, 65.9% (Item 29) and 75.4% (Item 113) of the participants indicated understanding and knowing the requirements to transfer. The major sources of transfer information were CCSF counselors (47.8%) and the college catalog (28.3%). Most students (69.9%) knew who to talk to about getting transfer information.

Items 93 and 109 attempted to explore main sources of barriers to transfer. The emphasis, with the exception of items 99 and 102, was on the students' perception of student services and college atmosphere.

Over one-third of the participants (36.4%) do not believe that transfer is easy for Blacks and Latinos. A major sector (64.9%) of this group regarded lack of money as the most serious problem to transfer. Concordantly, more than half (54.6) did not believe that Latino and Black students have the necessary financial assistance for transfer. Most students (42.3) also considered transferring expensive. Grade requirements and language problems were regarded as serious problems to transfer by 27.4% and 9.2% respectively. Between one-fifth and one-fourth of the group reported strong beliefs that the process of transfer is complicated (20.9%) and involving too many forms (25%). Forty one percent (41.7%) believe all the information necessary for transferring is easily available.

Most students indicated they want a four-year degree (72%). Almost half (45.4%) of the respondents' families consider transfer important. For 24.2% of these students, family responsibilities were a problem to transfer. About the same proportion (22.1%) experienced difficulties due to job responsibilities.

In terms of teachers' and counselors' encouragement, forty (40.9%) and fifty seven percent(57.7%) of the respondents expressed strong beliefs in teachers and counselors being encouraging. About one-fifth of this sample reported that counselors' (21.9%) and teachers' (21%) lack of trust in Black and Latino students capacities is a problem.

In this group of Black and Latino students the majority had identified a major (88%) and more than half (56.7%) intended to transfer to San Francisco State University. The University of California, Berkeley (11.3%) and Golden Gate University (3.1%) were the other two institutions most frequently selected for transfer.

Gender Differences

In addition, differences between males and females were found (See Table 5). More females (N = 76) than males (N = 53) participated in the study.

There was a significant association between gender and civil status (X^2 = 8.12, $p<.05$). A higher proportion of females than males were either married, divorced, or widowed. Also, a significantly higher proportion females than males (X^2 = 20.11, $p<.05$) were parents. Even though no significant differences in income were found, as more females than males were parenting, this factor may contribute to decrease the financial resources of women. Because of the lack of financial resources, women may not transfer. Parenting also implies additional responsibilities and stress for these women (See Table 5).

Family domain seemed more central to female students. More females than males participated in church and family activities than males. In contrast, more males than females participated in sports (X^2 = 20.11, $p<.05$) (See Table 5).

TABLE 5

Percentages of Black and Latino Male and Female Students Evidencing Certain Characteristics

	Females	Males
Civil Status		
Single	59.5	79.2
Married, divorces and/or widowed	40.5	20.8
Parenting		
Yes	36.2	19.6
No	63.8	80.3
Free Time		
Sports	13.2	51.1
Church	14.7	4.4
Family	38.2	20.0
Other	33.9	24.5
Future Careers		
Professional	26.6	48.9
Business	21.5	12.8
Services	26.6	10.6
Clerical	10.1	2.1
Technical	1.3	10.7
Other	13.9	14.9
Belonging to CCSF		
Belong	61.8	56.9
Disconnected	15.8	17.6
Lost	1.3	13.7
Identified	21.1	11.8
Seeking Help		
Friend	44.6	31.1
Counselor	10.8	31.1
Teacher	5.4	11.1
Administrator	1.4	0.0
Family	20.2	6.7
No one	17.6	20.0

Women evidenced a greater preference than men for business, services, clerical, and technical positions as goals for their future careers. No significant differences were found in the category of professional careers ($X^2 = 22.93, p<.05$) (See Table 5).

The findings in the areas of the use of free time and the expectations for future careers seem more interesting if the findings on sex-role values are considered.

Gender differences were found in the overall index for sex-role values. More females than males have non-traditional sex-role values ($F = 18.42$, $p<.000$) when the index is examined item by item. Of the five items used to assess these values one indicated significant differences, two were close to significance and two were not significant. This suggests that the sample has some traditional sex-role values but do not share others. Furthermore, the group appears to be in transition between traditional values and contemporary values. This pattern seems to be manifested in their behavior (use of free time) as well as in their decision-making process and future plans (career goals).

More females than males reported a sense of belonging to CCSF and identification with the college ($X^2 = 9.17$, $p<.05$). Nevertheless, this factor did not seem to influence their use of counseling services for certain situations. More females than males sought help from friends and family when they felt lost and isolated at CCSF, while more males than females sought help from counselors ($X^2 = 12.85$, $p<.05$). It appears as if females rely more on informal systems of support. However, more females than males agreed with the statement that counselors are encouraging when it comes to transferring ($X^2 = 9.33$, $p<.05$).

The emphasis that females placed on informal support systems seems to agree with findings about social network. Proportionally more females (65.5%) than males (34.5%) reported feeling part of a close group of friends ($X^2 = 4.31$, $p<.05$). The findings also indicated differences in the ethnic composition of the network. More females (91.7%) than males (8.3%) reported that most of their friends are white ($X^2 = 10.78$, $p<.05$). Gender differences could not be detected in the ethnic composition of neighbors.

A series of significant gender differences were found in the areas of self-concept and mood. Overall, more females than males reported positive mood ($X^2 = 8.8$, $p<.05$). Additionally, more females than males reported feeling as good as others ($X^2 = 9.26$, $p<.05$), having a positive attitude toward themselves ($X^2 = 10.41$, $p<.05$), and being capable of solving their personal problems ($X^2 = 12.27$, $p<.05$). In relation to their ability at learning new skills, although there was no statistical difference, there was a tendency for more females to feel confident in their ability to learn new skills in the future.

No gender differences were found in variables directly involved in transfer. The only factor close to statistical significance was the availability of necessary information. Females showed a tendency to believe they lack the necessary information for transfer.

Differences between Black and Latino Students

As expected, even though Black and Latino students have in common very low transfer rates, ethnic differences did occur. Significant differences were identified in the areas of demographic variables (See Table 6), cultural values, self-concept and self-esteem, social network, and transfer variables.

An interesting finding differentiating Latino and Black students was their family structure. Significantly more Latinos than Blacks live with their parents, while more Blacks have their own living facilities. Furthermore, more Latinos than Blacks live with relatives ($X^2 = 20.43$, $p<.05$).This may be associated with a significant difference in age between the two groups. The average age of the Black group is significantly higher than the average age of the Latino group (See Table 4) .Conversely, more Blacks than Latinos have children ($X^2 = 9.23$, $p<.05$) and are heads of household ($X^2 = 4.75$, $p<.05$). These results suggest that the family life of these two groups is quite different. While a major sector of Black students is involved in forming their own family--with the burdens and responsibilities that this entails Latino students for the most part, continue to be involved in their family of origin.

It was expected that family's educational history was an important factor that differentiates these students from other college students. Black and Latino students are not different in this variable, in other words, major sectors in both groups are the first family members to attend college or the first family generation to attend college. Nevertheless, differences in individual educational history were identified. More Blacks than Latinos had previous education in other states and other parts of California but more Latinos than Blacks had previous education in other countries($X^2 = 12.35$, $p<.05$). In addition more Blacks than Latinos were readmits at CCSF, while more Latinos than Blacks came from other two-year institutions ($X^2 = 8.79$, $p<.05$). It is important to notice that overall 40.7% were attending college for the first time.

In the area of social network, both groups tended to have the majority of friends within their own ethnic group. Also more Latinos than Blacks reported having White friends ($X^2 = 77.9$, $p<.00001$). Similarly, both groups reported having more neighbors of their own ethnic group. Lastly, significantly more Latinos than Blacks reported having Asian and White neighbors($X^2 = 29.23$, df = 4,$p<.00001$).

Furthermore, more Blacks than Latinos feel they are an important of their community ($X^2 = 6.11$, $p<.01$). Also, Black students reported having a greater number of close relatives than Latino students ($F = 4.27$, $p<.04$). These findings suggest that Black students have a stronger social network.

TABLE 6

Percentages of Black and Latino Students Evidencing Certain Demographic Characteristics

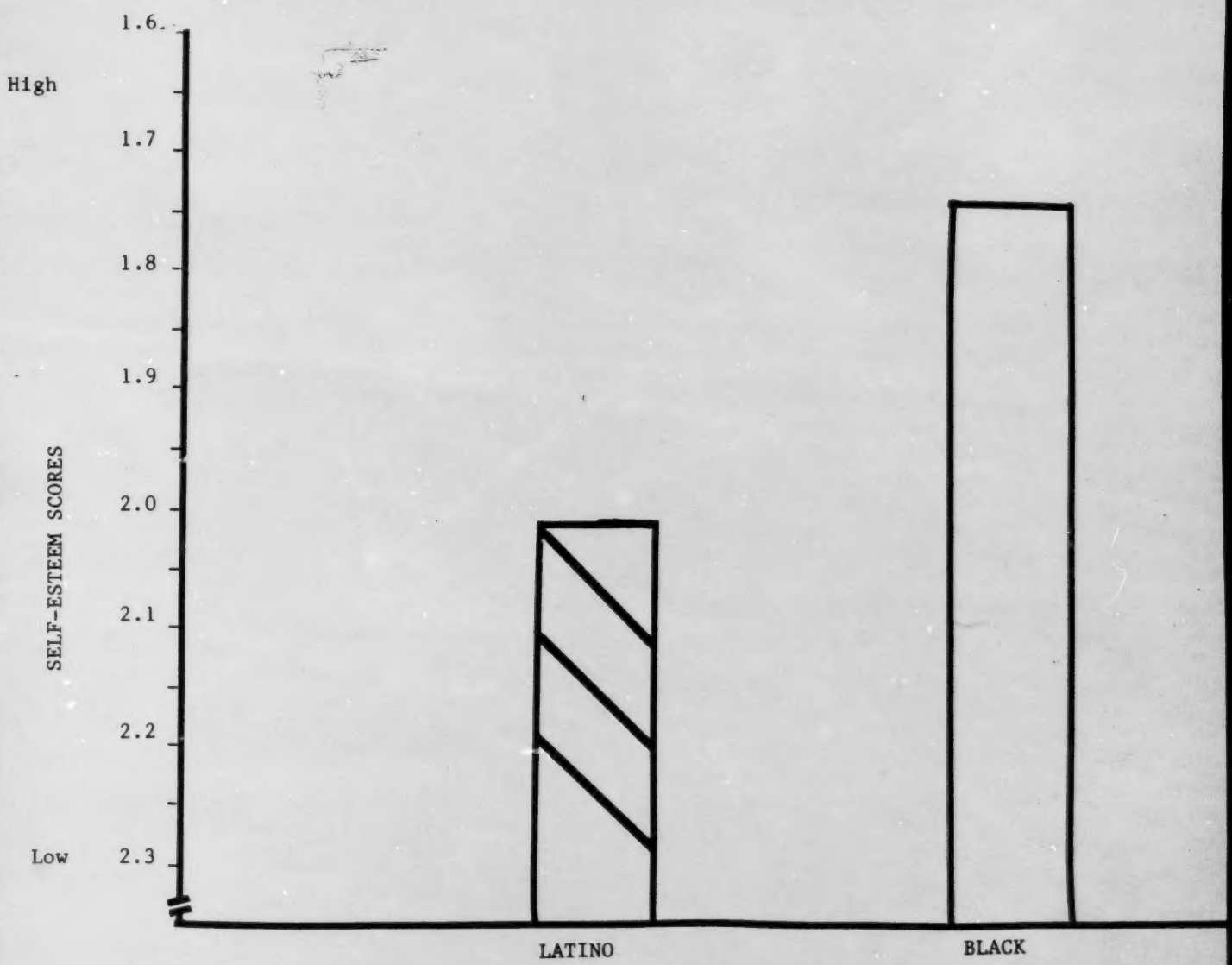
	Black (N=66)	Latino (N=63)
Sex		
Male	36.9	43.5
Female	63.1	56.5
Origin of High School Degree		
San Francisco	60.7	55.4
Other Part of California	8.1	13.8
Other State	8.2	24.6
Other Country	23.0	6.2
Prior College Experience		
First Time in College	34.4	50.0
Re-Admission to CCSF	56.3	31.0
Prior attendance in other two-year college	3.1	10.3
Prior attendance in four-year college	6.2	8.7
Country of Origin		
USA	97.0	37.1
Other	3.0	62.9
Marital Status		
Single	61.5	74.5
Married	20.1	17.5
Divorced	13.8	4.8
Widowed	4.6	3.2
Employment Status		
Full-time	16.7	16.2
Part-time	47.0	54.8
Unemployed	36.3	29.0
Family's Educational History		
First to attend college	38.5	44.1
Parent(s) attended college	24.6	25.4
Sibling(s) attended college	36.9	30.5

Contrary to expectations, there were many more similarities than differences in family, sex-role values, and mainstream cultural values. Still, Latino and Black students differed in the value of money and cooperation. More Blacks than Latinos strongly agree on the important role money has in their lives (X^2 = 20.25, $p<.05$). Also more Blacks than Latinos were not sure cooperation encourages excellence (X^2 = 10.86, $p<.05$). These results have to be interpreted with caution. Since more Latinos than Blacks are foreign born it can be speculated that part of their development took place there. The differences in the value of money and cooperation could be the result of a legacy of values geared toward "personalismo," and group orientation. It seems that these students are in transition from Latin-American values moving toward American mainstream values. The final result of this process of transculturation may be different for each individual. Some of the "old" values may be eliminated, others will remain almost intact, while others will be adapted to the new cultural context (Padilla 1980). It should be noticed that sharing values do not necessarily mean that they are expressed in the same style or fashion.

The similarity in values may also be the result of the process of socialization in the system of higher education. All of these students have spent at least a year at CCSF. On the average, they have been exposed to the system more than a year. It is possible that in the process of adapting to college education they have experienced shifts in their values. Besides, it may be that these students reached CCSF with mainstream values. Regardless, sharing these values has not been translated into behaviors that increase transfer yet. Finally, the differences in the value of money and cooperation are not to be taken lightly. Competition and the material aspects of career development are very important factors in American Society. If Latinos want to be successful they will need to modify their attitudes regarding these values.

Ethnic differences were also found in self-esteem and mood. Black students indicated stronger beliefs in having a number of good qualities ($F = 9.17$, $p<.003$), having a positive attitude toward themselves ($F = 5.66$, $p<.02$), making a good impression on people they meet for the first time ($F = 5.23$, $p<.02$), and having the ability to solve their personal problems ($F = 4.70$, $p<.03$).

A self-esteem index was calculated using the 14-item scale. Using this index, Latino students have lower self-esteem than Black students ($F = 5.76$, $p<.01$) (See Figure 1). A significant association was also found between ethnicity and mood. In the mood inventory, Latino students have a significantly higher score than Black students ($F = 4.88$, $p<.03$). Thus, Latinos report more symptoms of depression than Blacks. Yet, both group means are below the cut off for significant depressive symptomatology in the general population (Radloff, 1977).



SELF-ESTEEM SCORES FOR BLACK AND LATINO STUDENTS

FIGURE 1: SELF-ESTEEM DIFFERENCES BETWEEN BLACK AND LATINO STUDENTS

In summary, Blacks students indicated a higher self-esteem and a more positive mood than Latinos, Blacks reported greater trust in personal appeal to others and have a higher sense of personal competency than Latinos regarding their abilities to work out their personal problems. It appears that Black students are more confident than Latino students.

In reference to transfer ethnic differences were also found. When confronting academic problems, only about one fifth (22.2%) of this group would seek help from counselors. About the same proportion (24.4%) seek help from relatives and friends. However, there is an ethnic difference in this pattern of help-seeking behavior. More Blacks than Latinos seek help from a relative while more Latinos than Blacks use sources of help other than counselors, friends or relatives (X^2 = 11/9. $p<.05$). Of the variables directly involved in the process of transfer, ethnic differences were discovered in the areas of: the complexity of the process, the amount of forms required to transfer, and language problems. In other words, although only 20.7% of the sample found transfer easy for Black and Latino students; these students differ in their evaluation of the complexity and number for forms required to transfer, and the role of language problems regarding their difficulties with transfer.

Latinos reported more difficulties with the process of transfer and perceived it as more complicated than Blacks. Latino students indicated a stronger belief than Black students in the notion that transfer is too complicated ($F = 6.66$, $p<.01$) and that too many forms are required to transfer ($F = 12.12$, $p<.0007$) (See Figure 2). Besides, as expected, more Latinos than Blacks reported language problems as their most serious difficulty for transferring ($X^2 = 9.38$, $p<.05$). Nevertheless, of the Latino respondents, 70.9% did not believe that language problems are their most serious difficulty with transferring.

Differences between Transferring and Non-Transferring Students

The data collected was also analyzed in terms of students' plans to transfer. Students were asked if they planned to transfer or not. Those who responded affirmatively were labeled as 'transferring students' (79.3%); those who responded negatively were labeled as non-transferring students (20.7%). The purpose of these analyses was to assess if those students who identified transfer as their goal differ from those who do not in demographic and personal characteristics, as well as in their attitudes toward CCSF and their perception of the process of transfer.

Transfer and non-transfer Black and Latino students were significantly different in their primary objective in attending CCSF. For transfer students their primary objective was to transfer to a four-year college. More non-transfer than transfer students had obtaining a two-year degree or knowledge as their primary objective at CCSF (X^2 = 37.45, $p<.00001$). Concordantly, transfer and non-transfer students diverged in their future career goals. While more transfer

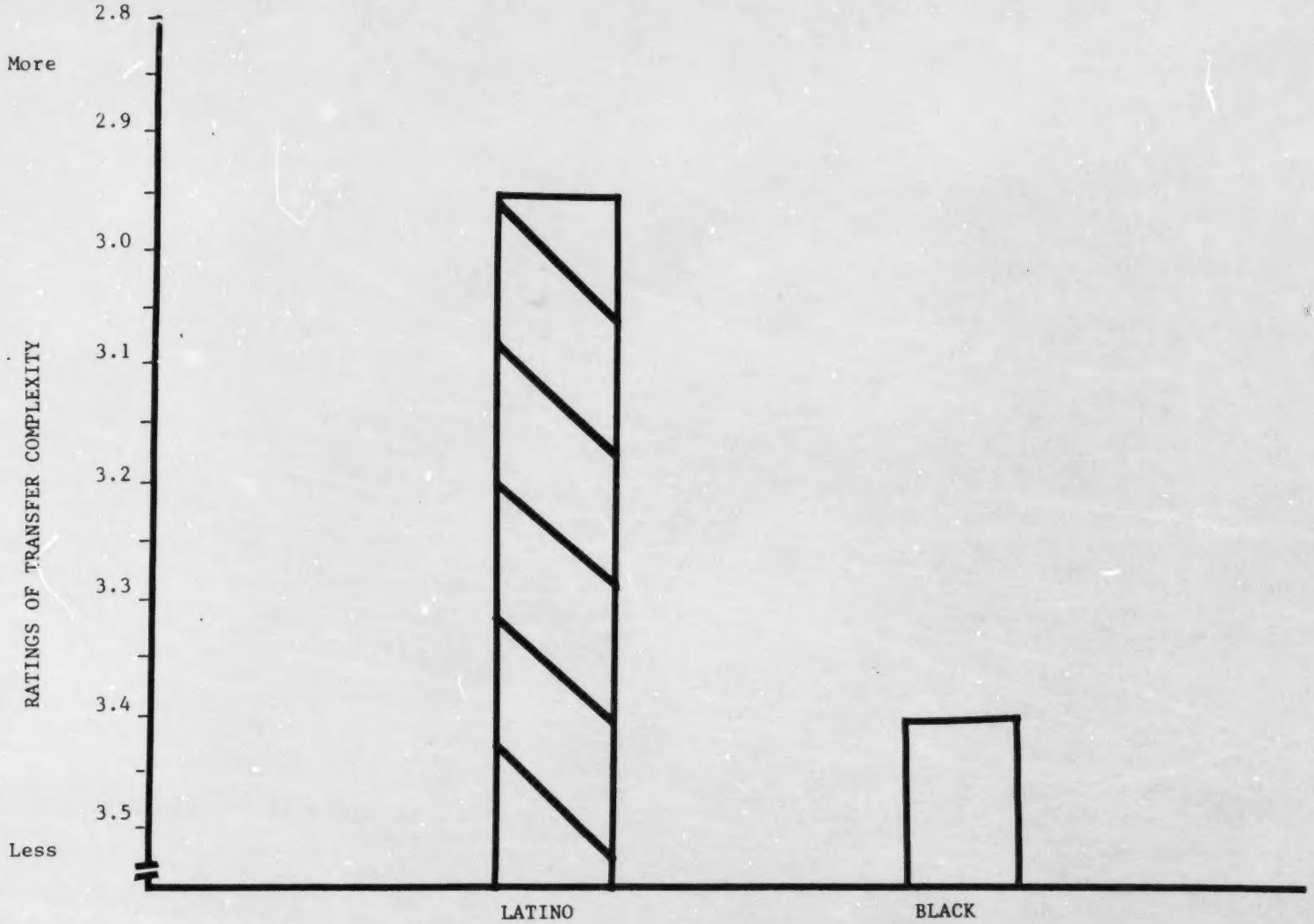


FIGURE 2: DIFFERENCES BETWEEN BLACK AND LATINO STUDENTS IN THEIR PERCEPTION OF THE COMPLEXITY OF TRANSFER

students (90.9%) than non-transfer students (9.1%) viewed themselves in the future as professionals, more non-transfer students (23.1%) than transfer students (2.9%) viewed themselves in the future as clerical workers (X^2 = 18.72, $p<.07$). Thus, transfer students reported higher academic and professional aspirations than non-transfer students.

As expected, the student's family history was associated with transfer behavior (See Table 7). Significantly more parents of transfer students than non-transfer students attended college. However, more non-transfer students' siblings than transfer students' siblings attended college (X^2 = 7.37, $p<.03$). It seemed that parents' college education could be a predisposing factor in transfer behavior. Nevertheless, siblings' college education did not seem to facilitate transfer behavior. The families of these two groups, not only differed in educational history, but also in terms of the importance they placed on transfer. More transfer than non-transfer students reported that their transfer to a four-year college was very important to their family (X^2 = 23.63, $p<.0001$). These differences in family background and attitudes may facilitate the support and guidance these families provide to these students.

Transfer behavior seemed to be associated with the value of education. Non-transfer students report a stronger disagreement with the notion that education plays an important role in their lives. Transfer students, on the other hand, reported a stronger agreement with the importance of education in their lives (X^2 = 12.08, $p<.02$). These two groups also showed a very significant difference in the way they value a four-year degree. Transfer students indicated a stronger positive value toward a B.A. degree while non-transfer students indicated a stronger negative value (X^2 = 32.52, $p<.0000$). These results suggest that transfer students have a high value for education which is shared by their families.

In reference to social network, transfer and non-transfer students exhibited almost opposite perceptions. Sixty-two (62.3%) percent of the transfer students felt they were an important part of their community while 65.4% of the non-transfer students did not feel they were an important part of their community (X^2 = 5.42, $p<.02$). More transfer than non-transfer students borrowed money if needed from relatives. More non-transfer than transfer students borrowed money from no one (X^2 = 15.30, $p<.01$). Borrowing money may be used as an index of social support. These findings suggest that non-transfer students experienced lower levels of social support than transfer students. Social support is a key element in the individual's overall functioning (Bell, LeRoy, Stephenson, 1982).

Five items were used to assess sex-role values. Significant differences were found for three of the five items. Non-transfer students reported more traditional values than transfer students. More non-transfer than transfer students disagreed with the notion that women's happiness depend on having a man (X^2 = 9.94, $p<.04$). More non-transfer students than transfer students agreed with men making

TABLE 7

Percentages of Transfer and Non-Transfer Students Evidencing Certain Characteristics

	Transfer	Non-Transfer
Family's educational history		
First to attend college	41.7	36.0
Father or Mother attended	28.2	8.0
Sibling(s) attended	30.1	56.0
Family's value of transfer		
Positive value	54.7	4.2
More or less	15.1	16.7
Negative value	30.2	79.1

family decisions (X^2 = 14.02, $p < .01$). In addition, more non-transfer students were not sure if men and women should be treated equally (X^2 = 9.47, $p < .05$).

A larger group of those students who wished to transfer than those who did not believed that people can control what happens to them (Z^2 = 10.86, $p < .03$). This difference on locus of control may have a great impact on transfer behavior. The extensive literature on locus of control indicates that perceived locus of control is part of a world view which influences behavior in a significant manner. For minority students who reach college, believing in one's ability to control what happens in one's life would enhance the probabilities of successful transfer. Self-esteem is a personality variable likely to be influenced by perceived locus of control. Of the fourteen items used to assess self-esteem, significant differences were identified in the areas of positive attitude toward self, belief in making a good impression, and ability to solve personal problems. More non-transfer than transfer students did not have a positive attitude toward themselves(X^2 = 13.80, $p < .01$), are not sure they could make a good impression(X^2 = 11.95, $p < .02$), and were not sure they could solve their personal problems (X^2 = 12.48, $p < .01$). More transfer students than non-transfer students believed they could make a good impression and could solve their personal problems. Transfer more than non-transfer students reported positive self-esteem.

Finally, in reference to variables directly involved in the process of transfer, differences were found in availability of information and financial assistance, knowledge of transfer requirements, and identification of academic major. More transfer than non-transfer students believed they have the information necessary for transfer easily available (X^2 = 10.94, $p < .03$), and that Black and Latino students had the necessary financial assistance for transferring (X^2 = 13.75, $p < .001$). Overall, transfer students seemed to have a more positive perception of the process of transfer than those who do not wish to transfer.

CONCLUSIONS AND RECOMMENDATIONS

'Minority' students are the largest segment of CCSF's population. 'Ethnic minority groups' comprise a wide variety of peoples with a rich historical, cultural, and linguistic diversity. Some of these groups have been able to achieve equal access to higher education, others remain underrepresented. Blacks and Latinos are two of these groups who show significant levels of underrepresentation in four-year colleges in California (California Commission on Postsecondary Education Report, 1982).

The problem of underrepresentation of ethnic groups in higher education is highly complex. Aside from the political and social factors, and taking into consideration only educational variables; the issue remains intricate and manifold. Underrepresentation involves increasing enrollment, retention, developing curricula and services that respond to the needs and interest of these groups, and successfully increasing graduation rates, among others. Because community colleges are the gatekeepers of higher education for minority students, these institutions are the first to face these issues. Since community colleges are responsible for introducing large numbers of minority students to higher education; policies, procedures, programs, and services have a significant impact on minority students' educational future.

Despite the community college's commitment to equal access to quality education for all, Blacks and Latinos have yet to receive a fair share of programs and services. At CCSF, as well as other community colleges across California, transfer rates of Blacks and Latins are low (California Commission on Postsecondary Education, 1982; MALDEF, et al, 1983). There are, at least, two different theoretical as well as methodological approaches to address problems of this nature. On the one hand, low transfer rates may be conceptualized as a result of students' characteristics. From this perspective, Black and Latino students are not transferring as expected due to some personal characteristics or traits that differentiate them from other students--i.e. educational history, grade point average, scores in diagnostic tests, low self-esteem, socioeconomic status, etc. On the other hand, low transfer rates may be conceived as a result of institutional characteristics. This point of view suggests that Black and Latino students are not transferring as desired because of the characteristics of the institution they attend (Alba and Lavin, 1981; Daigle, 1982).

In methodological terms, approaches that emphasize different aspects of the problem may be utilized. The indirect method relies on correlations between students' intentions and their behavior objective measures, such as age, or race, would be predisposing factors; transferring or not is the product of those objective measures. This method

specifies the external factors--i.e. race, grade point average, campus characteristics--that facilitate or hinder transfer. The reasons (or motivations) underlying behavior are inferred. The direct method, emphasizes the motivational origins of behavior, and asks participants about their reality or experience (e.g. in the context of this study asking students their reasons for transferring or not). In spite of the limitations of survey techniques (Daigle, 1982), survey data provides information not obtained by the indirect method. The combination of both methods provide a more complete picture of the total process. The use of both theoretical views offer a more comprehensive understanding of the problem.

This study included both methods and theoretical approaches in reference to transfer rates of Black and Latino students with 30 units or more in non-vocational programs. The data revealed important trends.

A major sector of Black and Latino students in this study plan to transfer. This finding indicates that these students maintain high expectations as they go through the process of their college education. Although as much as 80% plan to transfer the proportion of Blacks and Latinos who actually transfer to the CSU system is less than 10%.

Some differences and similarities in demographic characteristics between the sample and CCSF population were obtained. An extensive and detailed comparison between the two groups should be made. Actually, the college should make an effort to assess the unique needs of all students, but specially of those ethnic groups that are experiencing unique problems as suggested by admission, retention, progress, graduation, and transfer rates--e.g. Filipino, Black, Latino. Such study(ies) regardless of the method used, should make an attempt to explore not only the skills and resources that students lack but also the strengths and resources they possess which could facilitate the successful achievement of their goals.

In this study, Black and Latino students indicate problems in the area of supportive services. Supportive services are essential for the successful completion of higher education. If Black and Latino students are not using these services, or have a negative perception of them; the likelihood of failing and/or drifting in the system increases. Special efforts should be made to improve the quality of student activities and counseling services.

At CCSF a major part of student activities depend on events organized and sponsored by student organizations and/or clubs. The majority of the students in this group are not involved in these organizations, maybe due to work and family responsibilities. It is possible that the college may need to organize more activities and of a wider variety to respond to these needs.

Programs that have focused on increased transfer rates and have achieved that goal successfully have shown the need for frequent counseling services (T.O.P., 1982; Trans-Send Project, 1982). For underrepresented groups, a rather directive approach should be used in these sessions, an atmosphere of organization, challenge, and human understanding should prevail. Because sectors of Black and Latino students do not seem to rely on counseling for a variety of reasons, an effort should be made to make counseling more attractive and effective for these students. Matching counselor and student ethnicity may be one of the factors that would increase the use of counseling services, facilitating the identification and achievement of students' goals. Counselors need to be rewarded for pursuing transfer issues in their activities.

Blacks and Latinos overall manifested mainstream cultural values. Nevertheless, experience shows that most of these students do not exhibit behavioral patterns in agreement with these values. Counseling should be geared to foster the development of behaviors that enhance academic success--i.e. seeking help when necessary, developing relationships with teachers in their area of interest, skillful use of library and other resources, extra-curricular activities that facilitate growth experiences helpful in higher education, etc. Counseling on cultural matters should be done in a non-threatening manner. If cultural identity and self-concept are low, it may cause rejection and/or withdrawal from counseling services. Students should be encouraged to move towards biculturality. In this way, they would be efficient in their communities as well as the majority community (Padilla, 1980).

The items used to explore transfer barriers were used to develop an index of transfer difficulty. This group had an average of 2.76 (median 2.66). This index, in a five point scale where 1 was maximum ease in transfer and 5 maximum difficulty, indicated some overall difficulty. Efforts should be made to increase the sources of financial aid, the types of aid, the amount of aid, and the number of grants provided to students. The process of transfer should be simplified and more transfer information should be easily available. Information should be located in an easily identifiable location on campus. Campuswide resources, like the newspaper, should regularly include information on transfer.

Although this study focused on the role of student services in the process of transfer, the importance of the academic aspect of a student's life and progress is high. Comprehensive studies from the instructional perspective should be carried out. For example, a random sample of these 620 Black and Latino students should be selected. One part of that sample could be participants in this project. Their educational careers could be studied from high school grade point average, to remedial courses, progress, majors, etc.

From the perspective of student services, teachers are an essential part of students academic experiences. Faculty at CCSF should be encouraged to be more involved in the process of transfer. A mentor

program may facilitate their participation in this process. Furthermore, academic departments should be encouraged to develop informal 'major programs' in their departments. Close communication and collaboration between Instructional and Student Services Divisions could generate more complete programs to facilitate transfer of Black and Latino students.

The results indicating gender, ethnic, and transfer/non-transfer differences should be used as guidelines in the development of programs. Special attention should be directed to the significant number of females involved in parenting; differences in family development and structures, self-esteem and mood, values, and in perception of the transfer process between Blacks and Latinos.

Most of these recommendations should eventually become part of regular counseling. Nevertheless, because historically Blacks and Latinos have been underrepresented in the system of higher education, and due to practical economic considerations at CCSF which may hinder the implementation of such measures; these suggestions could be packaged in an intensive program that would attempt to stop and reverse this process of underrepresentation. The Student Services Division has already engaged in efforts to obtain funds to develop such programs.

City College of San Francisco, as well as the Chancellor's office should make efforts to facilitate the development of comprehensive research not only in the area of transfer of Black and Latino students but in many other areas critical to minority students. There is a great need for financial as well as moral support. The atmosphere at CCSF needs to be open and tolerant. Individuals who are qualified and interested in carrying out studies should be encouraged. Studies on minorities should be made from the perspective of minority scientists and educators. Studies should focus not only on the disadvantages of minorities but also on their strengths and resources.

In summary, the following recommendations for minority transfer are suggested:

1 Increasing transfer rates of Blacks and Latinos, as well as other underrepresented ethnic groups, should be a top institutional priority.

2. Develop and continue articulation agreements between CCSF and San Francisco State as well as other universities. (Student services have already engaged in such efforts).

3. Assess the needs of these underrepresented groups and develop strategies that respond to such needs.

4. Develop a 'Transfer Center' within the Counseling Department with the human and material resources necessary to provide: information, frequent and intensive counseling sessions, coaching in the mechanics of transfer (filling out forms, making long distance calls, etc.), education on the necessary skills and attitudes for successful college education, mentorship program, and articulation of such services with San Francisco State and other institutions if possible.

5. Develop joint committees and programs between Instructional and Student Services Divisions geared to increase the successful transfer of underrepresented groups.

6. Study retention/attrition in underrepresented groups.

7. Develop programs with high schools to increase admissions of underrepresented groups at CCSF.

8. Establish a retention program for groups with high attrition rates.

9. Conduct follow-up studies of CCSF's transfer students to four-year institutions (e.g. San Francisco State University).

10. Encourage and facilitate the development of relevant minority research.

APPENDIX A

CALIFORNIA ASSOCIATION OF COMMUNITY COLLEGES

1983 ANNUAL CONVENTION EVENT REQUEST FORM

A. BACKGROUND INFORMATION

1. Name of Requester Rosa G. Perez

2. Title of Requester Vice President, Student Services

3. Institution/Organization City College of San Francisco

Address 50 Phelan Avenue

San Francisco, (city) Ca. (state) 94112 (zip code)

Telephone (415) 239 3211

4. Name of the Institution/Organization sponsoring the event:

City College of San Francisco

5. Signature of Chief Executive Officer

B. EDUCATION BREAKOUT SESSION, WORKSHOP, ROUNDTABLE, OR SPECIAL MEETING

1. Topic Emphasis or Focus - The under representation of minorities in the transfer to four-year colleges.

2. Title (Please keep title short, precise, and clear. Misleading titles lose audiences. CACC reserves the right to edit titles to accommodate program printing space.)

Blacks and Latinos: A Case of Underrepresentation in Transfer to Four-Year Colleges.

3. Anticipated Audience (i.e., presidents, trustees, faculty, student trustees, etc.)

All of the above.

4. Number of people who can be effectively accommodated in the audience or as participants (Please be as specific as possible.)

100 - 150

CALIFORNIA ASSOCIATION OF COMMUNITY COLLEGES

1983 ANNUAL CONVENTION EVENT REQUEST FORM

B. EDUCATION BREAKOUT SESSION, WORKSHOP, ROUNDTABLE, OR SPECIAL MEETING (contd.)

NOTE: We are requesting an hour and a half. This is our porposed distribution of time.

	Rosa G. Perez	- 5 to 10 minutes	- Introduction of presenters and reactors. Statement of Problem
	Ana Isabel Alvarez	- 15 minutes	- Research Project at CCSF
*	Guadalupe Green	- 15 minutes	- Transfer Opportunity Program at Santa Ana College
	Ron Dyste Richard Sneed Rosa G. Perez Ana Isabel Alvarez Guadalupe Green	- 15 minutes	- Policy making
	Richard Sneed	- 10 minutes	- Response to presentation and conclusions.
	Audience	- 15 to 20 minutes	- Discussion and Questions.

* Ms. Green from Santa Ana College could not participate in our workshop. Mr. Phil Baum from Palomar College presented the program on transfer.

CALIFORNIIA ASSOCIATION OF COMMUNITY COLLEGES

1983 ANNUAL CONVENTION EVENT REQUEST FORM

B. EDUCATION BREAKOUT SESSION, WORKSHOP, ROUNDTABLE, OR SPECIAL MEETING (cont'd.)

5. Brief Summary of Content (no more than 250 words)

The dilemma of maintaining quality, access, and equal educational opportunity at the community college for the rapidly growing and underrepresented minority student population is a problem of paramount importance. California Community Colleges presently serve as the gatekeepers of baccalaureate and advanced degrees for the majority of minority students enrolled in higher education.

The problems of access to higher education by Blacks and Latinos will be the major focus of this program. Critical issues related to the lack of access to higher education of Latinos and Blacks will be addressed. A brief review of the literature will be presented, as well as state and local demographics (CCSF, RSCC). Existing student and institutional barriers, which negatively impact on the transfer of minorities to four-year colleges will be discussed.

In an attempt to identify both needs and barriers, a research project conducted at CCSF involving Black and Latino students will be presented. The study was empirical in nature and included the use of an extensive questionnaire (138 items).

The questionnaire was administered to approximately 150 Black and Latino students with 30 or more units. The results of the study conceive demographic characteristics, social networks, family structure and functioning, sex-roles, self-esteem, etc., and the relationship to potential transfer will be presented.

The Transfer Opportunity Program at Santa Ana College will be described; a pilot project designed to develop a student support model with the long range goal of increasing transfer rates of the targeted population. Components of the project include a transfer center, resource center, mentorship program, peer counseling internship program, communication network and an early identification, referral and follow-up process for potential transfer students.

In addition, panelists will discuss with the audience the implications of both research and policy making in the development of programs to positively impact on the transfer rates of underrepresented minorities. The discussion will focus on practical ways to increase the access and thus provide more students with the opportunity for quality education.

continued/

APPENDIX B

DEMOGRAPHIC CHARACTERISTICS

1. My ethnic background is:
   a. Latino or (Latin American origin or Hispanic ancestry)
   b. Afro-American or Black-American

2. I am:
   a. female
   b. male

3. My age is:_____.

4. I received my high school diploma or GED in
   a. school in San Francisco
   b. school in other part of California
   c. school in other State
   d. school in other country
      specify:_____

5. My college experience is:
   a. first time in college
   b. readmission to CCSF
   c. previous attendance in another two-year college
   d. previous attendance in four-year college

6. I have completed _____ number of units.

7. I was born in:
   a. USA
   b. other country - specify:_____

8. At this moment I live at:
   a. my parents' house
   b. my own apartment
   c. relative's house
   d. apartment shared with non-family members
   e. other

9. I grew up with:
   a. both parents
   b. mother
   c. father
   d. relatives
   e. other

10. I am
   a. single
   b. married
   c. divorced
   d. widowed
   e. separated

11. I have children
   a. Yes How many?_____
   b. No

12. I am a head of household
   a. Yes
   b. No

13. I have dependents, other than my children
    a. Yes How many?_____
    b. No
14. I work
    a. full-time
    b. part-time
    c. seasonal - full-time
    d. seasonal - part-time
    e. not at all

15. My yearly income is:_____

16. In my immediate family:
    a. I am the first to attend college
    b. My father (or mother) attended college
    c. My brother(s)/sister(s) were the first to attend college

CCSF BACKGROUND INFORMATION

17. At college, I received special services
    a. Yes If Yes, specify_____
    b. No

18. Most of my free time is for
    a. sports activities
    b. church activities
    c. family activities
    d. community activities
    e. political activities
    f. cultural activities
    g. other - specify:_____

19. Most of my friends are:
    a. college students
    b. co-workers
    c. neighbors
    d. other - specify:_____

20. At the college, besides the course work, I am involved in:
    a. sports
    b. clubs and/or student organizations
    c. arts
    d. school newspaper
    e. none

21. My primary objective in attending CCSF is to:
    a. get a two-year degree
    b. transfer to a four-year college
    c. increase knowledge of one area of interest
    d. to meet people
    e. to be able to demand a better salary
    f. to get a job
    g. do not know
    h. other - specify:_____

22. In the future, after I finish my studies, I see myself as:
    a. professional (doctor, lawyer, etc.)
    b. business person (manager, public relations, etc.)
    c. provider of public services (social worker, teacher, etc.)
    d. clerical worker (secretary, accountant, etc.)
    e. technician (computer, electronics, etc.)
    f. skilled worker (industry)
    g. unskilled worker
    h. other - specify:_____

23. At CCSF I feel:
    a. I belong
    b. disconnected
    c. lost and confused
    d. identified with faculty and staff

24. In my opinion, my performance at CCSF is:
    a. good
    b. average
    c. poor

25. When I encounter a problem at CCSF, I can count on the help of the administration to solve it.
    a. Yes
    b. No

26. When I encounter a problem at CCSF, I can count on the help of the faculty to solve it.
    a. Yes
    b. No

27. When I encounter a problem at CCSF, I can count on the help of the counselors to solve it.
    a. Yes
    b. No

28. When I feel lost and/or isolated in the college, I reach out and seek help from:
    a. a friend
    b. a counselor
    c. a teacher
    d. administrator
    e. family member
    f. no one

29. I have a clear understanding of the requirements of the college for transfer to a four-year university.
    a. Yes
    b. No

30. If I could choose my own counselor, I would choose:
    a. any counselor
    b. one of my own ethnic background
    c. not to have a counselor

31. The ethnic studies programs are very valuable:
    a. Yes
    b. No

32. Overall, I am satisfied with the education programs at CCSF
    a. very satisfied
    b. somewhat satisfied
    c. satisfied
    d. somewhat dissatisfied
    e. very dissatisfied

33. Overall, I am satisfied with the teachers and courses taught at CCSF.
    a. very satisfied
    b. somewhat satisfied
    c. satisfied
    d. somewhat dissatisfied
    e. very dissatisfied

34. Overall, I am satisfied with the counseling program at CCSF
    a. very satisfied
    b. somewhat satisfied
    c. satisfied
    d. somewhat dissatisfied
    e. very dissatisfied

35. Overall, I am satisfied with the student activities at CCSF
    a. very satisfied b. somewhat satisfied c. satisfied
    d. somewhat dissatisfied e. very dissatisfied

CULTURAL VALUES

36. Love plays a very important role in my life.
    a. strongly agree b. agree c. not sure d. disagree
    e. strongly disagree

37. Friendship plays a very important role in my life
    a. strongly agree b. agree c. not sure d. disagree
    e. strongly disagree

38. Family plays a very important role in my life
    a. strongly agree b. agree c. not sure d. disagree
    e. strongly disagree

39. Education plays a very important role in my life
    a. strongly agree b. agree c. not sure d. disagree
    e. strongly disagree

40. Work plays a very important role in my life
    a. strongly agree b. agree c. not sure d. disagree
    e. strongly disagree

41. Religion plays a very important role in my life
    a. strongly agree b. agree c. not sure d. disagree
    e. strongly disagree

42. Money plays a very important role in my life
    a. strongly agree b. agree c. not sure d. disagree
    e. strongly disagree

43. If a person is emotionally strong, he/she can pretty well control what happens to him/her.
    a. strongly agree b. agree c. not sure d. disagree
    e. strongly disagree

44. If a person is capable and intelligent, h/she will succeed
    a. strongly agree b. agree c. not sure d. disagree
    e. strongly disagree

45. Competition encourages excellence.
    a. strongly agree b. agree c. not sure d. disagree
    e. strongly disagree

46. Right to private property is sacred
    a. strongly agree b. agree c. not sure d. disagree
    e. strongly disagree

47. If you accept things as they are, you are better off than if you try to change them.
    a. strongly agree b. agree c. not sure d. disagree
    e. strongly disagree

48. Duty comes before pleasure
    a. strongly agree b. agree c. not sure d. disagree
    e. strongly disagree

49. Authority should always be respected
    a. strongly agree b. agree c. not sure d. disagree
    e. strongly disagree

50. Cooperation encourages excellence
    a. strongly agree b. agree c. not sure d. disagree
    e. strongly disagree

51. Destroying private property is morally wrong
    a. strongly agree b. agree c. not sure d. disagree
    e. strongly disagree

52. The use of violence is morally wrong.
    a. strongly agree b. agree c. not sure d. disagree
    e. strongly disagree

FAMILY STRUCTURE AND VALUES

53. Decisions in my family were generally made by my:
    a. father d. children
    b. mother e. parents and children
    c. both parents f. other - specify:_____

54. In my family, disciplining children was made by my:
    a. father d. children
    b. mother e. parents and children
    c. both parents f. other - specify:_____

55. Relatives are more important than friends.
    a. strongly agree b. agree c. not sure d. disagree
    e. strongly disagree

56. Loyalty to the family should come above all else.
    a. strongly agree b. agree c. not sure d. disagree
    e. strongly disagree

57. Traditional family ties are the key to a happy family.
    a. strongly agree b. agree c. not sure d. disagree
    e. strongly disagree

58. If a parent treats a child as an equal, he/she might lose the child's respect.
    a. strongly agree b. agree c. not sure d. disagree
    e. strongly disagree

59. When adults are talking, children should listen.
a. strongly agree b. agree c. not sure d. disagree
e. strongly disagree

SEX - ROLES VALUES

60. A man should never lose control.
a. strongly agree b. agree c. not sure d. disagree
e. strongly disagree

61. A woman does not have to have a man around to be happy.
a. strongly agree b. agree c. not sure d. disagree
e. strongly disagree

62. A man should make family decisions.
a. strongly agree b. agree c. not sure d. disagree
e. strongly disagree

63. There is almost no job that a man can do that a woman cannot do just as well.
a. strongly agree b. agree c. not sure d. disagree
e. strongly disagree

64. Men and women should be treated equally.
a. strongly agree b. agree c. not sure d. disagree
e. strongly disagree

PERSONAL CHARACTERISTICS

65. I feel I am a person of worth on at least an equal plane with others.
a. strongly agree b. agree c. not sure d. disagree
e. strongly disagree

66. All in all, I am inclined to feel that I am a failure
a. strongly agree b. agree c. not sure d. disagree
e. strongly disagree

67. I feel that I have a number of good qualities
a. strongly agree b. agree c. not sure d. disagree
e. strongly disagree

68. I am able to do things in college as well as most other people
a. strongly agree b. agree c. not sure d. disagree
e. strongly disagree

69. I take a positive attitude toward myself
a. strongly agree b. agree c. not sure d. disagree
e. strongly disagree

70. On the whole, I am satisfied with myself
a. strongly agree b. agree c. not sure d. disagree
e. strongly disagree

71. I think I make a good impression on people I meet for the first time
    a. strongly agree b. agree c. not sure d. disagree
    e. strongly disagree

72. I think I cannot achieve my goals
    a. strongly agree b. agree c. not sure d. disagree
    e. strongly disagree

73. In the future, I think I will be successful in my studies.
    a. very likely b. likely c. undecided d. unlikely
    e. very unlikely

74. In the future, I think I will have an unsuccessful career
    a. very likely b. likely c. undecided d. unlikely
    e. very unlikely

75. I think I am able to solve my own academic problems.
    a. very likely b. likely c. undecided d. unlikely
    e. very unlikely

76. I think I am not able to solve my own personal problems.
    a. very likely b. likely c. undecided d. unlikely
    e. very unlikely

77. In the future, I think I will succeed in the projects I undertake.
    a. very likely b. likely c. undecided d. unlikely
    e. very unlikely.

78. In the future, I think I will not be very good at learning new skills.
    a. very likely b. likely c. undecided d. unlikely
    e. very unlikely

SOCIAL NETWORK

79. Do you feel you are a close part of a group of friends?
    a. Yes
    b. No

80. Do you feel you are an important part of your community?
    a. Yes
    b. No

81. Do you feel you are an important part of CCSF?
    a. Yes
    b. No

82. How many relatives do you have to whom you feel close?_____

83. How many friends do you have to whom you feel close?_____

84. How many of your neighbors do you know?_____

85. Most of my friends are:
a. Black
b. Latino
c. Asian
d. White Americans
e. other - specify:_____

86. Most of my neighbors are
a. Black
b. Latino
c. Asian
d. White Americans
e. other - specify:_____

87. When I need to borrow about $100, I go to:
a. relative
b. friend
c. work associate
d. neighbor
e. no one
f. other - specify:_____

88. Is there anyone whose opinion you consider seriously in making important decisions about your family life.
Yes:_____ No_____
If Yes, whose opinion do you consider:
a. relative
b. friend
c. work associate
d. counselor
e. teacher
f. other

89. If you need help with your school work, to whom would you go?
a. relative
b. friend
c. counselor
d. teacher
e. no one
f. other - specify:_____

90. Is there anyone whose opinion you consider seriously in making important decisions about your academic (school) life?
Yes:_____ No:_____
If Yes, whose opinion do you consider:
a. relative
b. friend
c. counselor
d. teacher
e. other- specify:_____

91. Is there anyone whose opinion you consider seriously in making important decisions about your job?
Yes:_____ No:_____
If yes, whose opinion do you consider:
a. relative
b. friend
d. teacher
e. other - specify:_____

92. Do your friends know each other?
Yes:_____ No:_____
If yes, how many of these friends know each other:
a. all
b. most
c. some
d. few
e. none

BELIEFS ABOUT TRANSFER

93. It is easy for Black/Latino students to transfer to a four-year college.
a. strongly agree b. agree c. more or less agree d. disagree
e. strongly disagree

94. The most serious problem with transferring is lack of money.
a. strongly agree b. agree c. more or less agree d. disagree
e. strongly disagree

95. I have all the information necessary for transferring easily available.
a. strongly agree b. agree c. more or less agree d. disagree
e. strongly disagree

96. Teachers are encouraging when it comes to transferring.
a. strongly agree b. agree c. more or less agree d. disagree
e. strongly disagree

97. Counselors are encouraging when it comes to transferring.
a. strongly agree b. agree c. more or less agree d. disagree
e. strongly disagree

98. It is very important for my family that I transfer.
a. strongly agree b. agree c. more or less agree d. disagree
e. strongly disagree

99. The grade requirements for transferring are not a serious problem for me.
a. strongly agree b. agree c. more or less agree d. disagree
e. strongly disagree

100. The process of transferring is too complicated.
a. strongly agree b. agree c. more or less agree d. disagree
e. strongly disagree

101. The cost of transferring (applications, transcripts, etc.) is too high.
a. strongly agree b. agree c. more or less agree d. disagree
e. strongly disagree

102. The most serious difficulty with transferring is my language problem.
a. strongly agree b. agree c. more or less agree d. disagree
e, strongly disagree

103. Latino/Black students have the necessary financial assistance for transferring.
a. strongly agree b. agree c. more or less agree d. disagree
e. strongly disagree

104. My family responsibilities are not a problem for transferring.
a. strongly agree b. agree c. more or less agree d. disagree
e. strongly disagree

105. A four-year degree is not what I want.
a. strongly agree b. agree c. more or less agree d. disagree
e. strongly disagree

106. A problem with transferring is that counselors do not believe that Latino/Black students can succeed.
a. strongly agree b. agree c. more or less agree d. disagree
e. strongly disagree

107. A problem with transferring is that teachers cannot believe that Black/Latino students can succeed.
a. strongly agree b. agree c. more or less agree d. disagree
e. strongly disagree

108. There are too many forms to fill out in order to transfer.
a. strongly agree b. agree c. more or less agree d. disagree
e. strongly disagree

109. It is difficult to transfer with my job responsibilities.
a. strongly agree b. agree c. more or less agree d. disagree
e. strongly disagree

110. Are you planning to transfer?
Yes:_____ No_____

111. To which school are you planning to transfer?_____

112. Have you chosen your major?
Yes:_____ No:_____

113. Do you know the requirements for transfer?
Yes:_____ No:_____
If Yes, how did you learn about them
a. counselor at CCSF d. friend
b. catalogue e. counselor in other college
c. teacher f. other - specify:_____

114. Do you know who to talk to about getting information on transferring
Yes:_____ No:_____
If Yes, specify:_____

115. What do you consider the advantages of transferring?

_____
_____
_____
_____

MOOD INVENTORY

The following is a list of the ways you might have felt or behaved. Please tell me how often you have felt this way during the past week.

During the Past Week	Rarely or none of the time (less than 1 day)	Some or a little of the time (1-2 Days)	Occasionally or moderate amount of time (3-4 Days)	Most or all of the time (5-7 Days)
116. I was bothered by things that usually don't bother me.				
117. I did not feel like eating; my appetite was poor.				
118. I felt that I could not shake off the blues even with help from my family or friends				
119. I felt that I was just as good as other people.				
120. I had trouble keeping my mind on what I was doing				
121. I felt depressed.				
122. I felt that everything I did was an effort				
123. I felt hopeful about the future.				
124. I thought my life had been a failure.				
125. I felt fearful.				
126. My sleep was restless.				
127. I was happy.				
128. I talked less than usual.				
129. I felt lonely.				
130. People were unfriendly.				
131. I enjoyed life.				

	(less than 1 Day)	(1-2 Days)	(3-4 Days)	(5-7 Days)
132. I had crying spells.				
133. I felt sad.				
134. I felt that people disliked me.				
135. I could not get "going."				

If you would like to be contacted by counselors as part of a follow-up, please fill out the following information. After providing the information, detach this sheet from the questionnaire.

Name:_____

Student No.:_____

Ethnicity:_____

Thank you for your time and cooperation. If you want to get more information about this project; contact Ana Isabel Alvarez in Batmale Hall, Room 340; or about transferring, contact Bernice Griffin at the EOPS Office, B402.

APPENDIX C

CITY COLLEGE
of SAN FRANCISCO
50 PHELAN AVENUE • SAN FRANCISCO, CALIFORNIA 94112 • TELEPHONE: (415) 239-3

M E M O R A N D U M

DATE: April 22, 1983

TO: Transfer Committee, Department Heads, Deans, Vice Presidents

FROM: Bob Manlove Bob Manlove

SUBJECT: Transfer Committee meeting Wednesday, May 4, 1 to 3PM in E200
" (Curriculum Committee will not meet that day.)

At the request of the Academic Senate and the Administration, I would like to try again to get a Transfer Committee working. The meeting in February was poorly attended but, judging from several recent discussions, there is considerable interest in a coordinated attack on transfer problems and, hence, a need for a transfer committee.

I propose that we discuss transfer problems under the four headings listed below and, at the end of the meeting, elect a chairperson to bring us together as needed in the future. Since we are nearing the end of the school year, I would further propose that we begin our work and plan to continue as a group next year.

1. Outreach. The success of Lew Epstein and others in attracting good high school students to City College should not go unnoticed and unduplicated in other areas. I will ask Lew to tell us about his program in Physics.

2. Transfer Assistance. At the February meeting, Renato Larin made the suggestion that there should be a Transfer Office in which catalogs and other transfer information is collected, in which application forms are available, and in which advice and counseling can be obtained. This is an idea worthy of further exploration. Such an office would be an adjunct to the Counseling Department, of course, but might be a physical focal point that would pull the instructional faculty, EOPS, WREP, and other groups together with counselors to help students with transfer problems. Certainly, the existence of such an office would demonstrate to the students the importance of transfer and the willingness of the college to help them achieve beyond City College.

3. Minority Transfer. Ana Alvarez has been working on Black and Latino transfer facilitation with Vice President Perez. Ana will be able to summarize this very positve and productive project for us and perhaps suggest areas of further involvement.

4. Post-Transfer Success. We have been offered data on our former students by four-year institutions but have not been able to fully gather or utilize this data. Perhaps we can work with the Program Review process facilitating or making available data on student success to particular disciplines.

Please join us on May 4 if you can. Department heads and administrators, if they are unable to attend, might consider sending a representative.

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